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## FOREIGN NOTES

*The Schoolmaster, (London) July 7, 1894.*

Mr. Acland, speaking at Shoreditch last Friday, said: "He was constantly told that he was overdoing the thing, that he was giving too much education, and that it was dangerous to aim so high; but he replied that if it were properly understood what was meant by the ladder and by education in the true sense of the word, so far from being a mistake, it was the very best thing the nation could do. The ladder was not merely a mechanical one from the elementary schools to the universities—it must be something more and better than that; it must be the ladder, if they were wise, to an honourable life and character. If it was not that, let them do away with it altogether. Let them remember what the use and end of education really was—it was to train them, not merely in knowledge of books, but in habits of mind, which would make them better in their home lives, better workers, and more responsible citizens when they grew up."

### TECHNICAL EDUCATION.

*Journal of Education, (London) August 1, 1894.*

Sir John Donnelly gave an interesting address, at the gathering of local representatives for technical education in the county of Northumberland, at Rothbury, on the 4th ult. He concluded with a "word of advice" which should be constantly reiterated. "Within the last few years everybody had been agog with technical instruction. In all such cases there was likely to be a reaction, or swing of the pendulum, and unquestionably that would come unless they would realize they were not going to do much with technical instruction in a year, or two years, or five years. The outcome they must look for would be ten, fifteen, or twenty years hence. They would then begin to realize what the effect of this great movement was. But if people were beginning to cut the crop within a year or two they would find very little in the ear."

### GERMANY.

*Journal of Education, August 1, 1894.*

We gave in our July number some particulars as to the condition of governesses and women teachers in private schools. We now deal with the circumstances of National Schoolmistresses (*Volksschullehrerinnen*).

The chief grievances of which they complain are the want of uniformity in all that concerns them, and the inferiority of their position as compared with that of men teachers. The number of lessons they are required to give weekly varies from a minimum of twenty in Barmen and Stettin to a maximum of thirty in Dresden, the average number being about twenty-five; nor does this seem excessive: it is less than is exacted from masters in the same class of schools. The commencing salary is in country districts, as a rule, very small; in the towns it ranges from £45 (Koblenz) to £80 (Frankfurt a. M.). The maximum salary to which it is possible to rise shows again great inequalities; in Bingen it is £70, in Frankfurt a. M. it is £130; and the length of service by which an increase is earned varies with the locality. The average maximum salary may be taken at £95. At Frankfurt the maximum is reached by fifteen years' service; Gotha, which pays as a maximum the lordly sum of £75, requires the schoolmistress to serve for thirty years before she becomes entitled to it. Gotha merits a high place in the calendar of meanness.

#### SCHOOL HYGIENE.

*The Schoolmaster, Sept. 1, 1894.*

That was a wonderfully interesting address Mr. Sharpe gave sometime since at Toynbee hall, to school managers, even if, in some respects, its suggestions must, as things stand to-day, be taken as counsels of perfection. For instance, the proposal that photometers should be placed in every room to mark the quantity of light that falls in the darkest corner, is a most admirable one, only unfortunately one must not expect to be too nice about children's eyesight when purses are empty, and ends are with difficulty made to meet. Then again the plan of placing in each room a jar containing the suitable chemical solution which shall detect and mark with its blushes the presence of impure matter in the air, is a most delightful idea. And so inexpensive, too! Only it would condemn at once and persistently, in a voice that could not be disregarded, so many of the class rooms of the country as unfit for human habitation, that reforms would *have* to be undertaken. At present we are more or less blissfully ignorant of the extent of the mischief; and if a little one goes out sick of an afternoon, there is always the weather to fall back upon, or, if it be a teacher, one must expect to be "out of sorts" occasionally, of course.